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ABSTRACT

These newsletters are a regular feature of the edition of the Progress Report sent to teachers, and further, supplement the World Law Fund's catalog of publications. Issues provide teachers with professional information on materials and techniques for teaching about world order. Typical inclusions present sample lesson plans and unit descriptions, announce new curriculum materials and innovative teaching techniques, and list resources on organizations, documents, selected bibliographies, and resource centers dealing with topics relating to teaching about world order. The eight issues, all dealing generally with world order, focus on foreign relations, peace, futurism, international education, racism, economic development, human rights, arms policy, and war. Those interested in receiving the mailings should request that their name be placed on the mailing list. (SJM)

WAYS AND MEANS
OF TEACHING ABOUT WORLD ORDER

NO. 8

A service to teachers prepared by the School Program of the World Law Fund, 11 West 42nd Street, New York, N. Y. 10036

WINTER 1972

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SIMULATING FOR PEACE

GERALD L. THORPE
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In recent years educational simulations dealing with the international political and military system have become widely used as tools in secondary classrooms around the world. The focus of most of these games has been upon the past or present. In addition, there exists today very few simulation games specifically designed for use with the World Order approach.* It is, however, possible to use traditional international relations games to get at World Order values by systematically raising particular types of debriefing questions.

Five simulation games focusing on conflict in the international system have been rather arbitrarily chosen for those readers interested in using simulation experiences oriented toward a World Order perspective. The first two games are, however, specifically designed to get at World Order values. Some suggested debriefing questions designed for use with traditional international relations simulations for purposes of achieving a World Order orientation follow the descriptions of the five simulation games.

FIVE SIMULATION GAMES FOCUSING ON CONFLICT IN THE INTERNATIONAL SYSTEM

CONFLICT: (A SIMULATION OF A DISARMED WORLD)

Description:

A simulation of a disarmed world. The game is specifically designed with a World Order perspective in mind. Students are placed in a rapidly escalating crisis situation arising out of violations of the World Disarmament Treaty and are forced to not only come to grips with problems that can arise in a disarmed world, but to also assess the viability of the very model they are simulating. Students are then encouraged to re-structure the model in order to increase its viability as a peace keeping system.
Suggested Grade Level: 11-College
Number of Participants: 24-40
Playing Time: 5-10 hours
Costs: Preliminary version $75.00
Publication date: Preliminary version, 1971
Publication Source: Preliminary version available in limited quantities, order now for Fall delivery from the World Law Fund — 11 West 42nd Street, New York, New York 10036. To be published in final version in the spring of 1973 by Simile II, LaJolla, California 92037.

CONFRONTATION: THE CUBAN MISSILE CRISIS

Description:

A multi-media package based on original Soviet, Cuban, and American sources. Includes four sound filmstrips, which present the crisis from the differing perspectives of the three major protagonists; Cuba, the U.S.A., and the U.S.S.R. The core of the program is a decision making exercise built upon the principles of World Order simulation. A tightly designed and highly structured model of the present international system is presented and students are placed in the position of either Soviet or American decision makers, forced to deal with the rapidly moving events of the crisis. Students not only come to grips with the problems of decision making within the constraints of the present international system, but are led to a structural analysis of the simulation model and the decision making operations upon which it is based.
Suggested Grade Level: 8-College
Number of Participants: 3-50
Playing Time: 2-20 hours, depending on whether filmstrips and press booklets are used in conjunction with the simulation exercise.
Cost: $150.00 for complete set, which includes the simulation exercise, four sound filmstrips, 35 Press booklets, and a Teacher's Guide.
Publication Date: 1971
Publication Source: Current Affairs Films, 527 Madison Avenue, New York, New York 10022.

*A World Order approach to the study of the international system is futuristic in focus and process oriented. Such an approach involves an inquiry into the ways and means of achieving certain basic values: limiting and eliminating international violence, raising the standards of economic welfare enjoyed by all mankind, expanding the degree of social justice within political communities in world society, and maintaining the environmental quality of planet Earth.

CONFLICT IN THE MIDDLE EAST

Description:

A game dealing with power and policy making in the World today. Nine nations are represented in the simulation; the U.S.S.R., Great Britain, France, Israel, Egypt, Syria, Jordan, and Lebanon. Students are provided with background materials describing the world setting and background of conflict in the Middle East. Each nation consists of two to five member teams. The simulation seeks to induce from participants an understanding of the implications of decision making in the modern world. Teachers may also select games in this same series dealing with the Caribbean, Southeast Asia, and Eastern Europe.
Suggested Grade Level: 9-12
Number of Participants: 18-45
Playing Time: 3-10 hours
Cost: Teacher manual $2.00—Student manual $.25
Publication Date: 1969
Publication Source: Lincoln Filene Center, Tufts University, Medford, Massachusetts 02155

CRISIS

Description:

A simulation of international conflict in which students form teams to manage the affairs of six fictional nations. The nations, which vary in overall strength and military capacity, are faced with the problem of resolving a tense situation in a mining area of enormous importance to the world. At regular intervals the players receive feedback regarding the consequences of their decision making activities. International alliances, world police forces, fact finding commissions, and summit conferences may be arranged, depending almost entirely on what goals the students decide they are after.
Suggested Grade Level: 7-College
Number of Participants: 18-36
Playing Time: 3-5 hours

SPECIAL ISSUE OF SSR ON PEACE EDUCATION

The Winter 1972 issue of *Social Science Record*, a journal of the New York State Council for the Social Studies is devoted to peace education and contains 16 articles on the subject. Single copies are available from the Fund at $2.50.

Cost: $35.00 for 25 student kit. Sample kits sold for $3.00
Publication Date: 1967.
Publication Source: Western Behavioral Sciences Institute: LaJolla, California 92037

WAR AND PEACE

Description:

A very simple model of international relations. As a perhaps oversimplified model of the international system, the game can still be effectively used to point out the condition of international anarchy that has been an important part of the affairs of people and nations throughout their history. A fundamental pattern of international relations, the balance of power concept, may also emerge clearly as a product of the game. Effective as a way of getting students to look at their own competitiveness and to explore why they acted as they did during game play.
Suggested Grade Level: 7-12
Number of Participants: 7-30
Playing Time: 2-5 hours
Cost: Free
Publication Date: 1966
Publication Source: *Social Education*, November, 1966.

SELECTED DEBRIEFING QUESTIONS FOR USE WITH TRADITIONALLY ORIENTED INTERNATION SIMULATION GAMES

Anyone who has used simulation techniques in the classroom will attest to the fact that the most important learning pay-off in any simulation is *not* the simulation, but the debriefing which follows game play. We now offer a few suggested debriefing questions in the hope that they may be of some use in helping students deal with the possibilities and problems of peace, as well as the clarification of their own beliefs, attitudes and values.

A. Questions designed to get at the assumptions built into the model:
   1. What were the basic rules of the game?
   2. How did the rules and your designated role affect your behavior in the game?
   3. Are there similar rules or constraints on behavior in the "real" world?
   4. No simulation can hope to exactly reproduce the real system or world it represents. What was missing in the simulation that is important in the "real" world?
   5. What kind of behavior was most rewarded in the game?
   6. What do you think was the basic purpose of the designer of this simulation?
   7. Were you satisfied with the outcome? Why or why not?

B. Questions designed to get at student motives, beliefs, and attitudes manifested in the game:
   1. What major thoughts and feelings do you think most governed your actions as you played out your role in the game?
   2. Do you think that your attitudes and feelings affected the game's conduct and its outcomes? How? Why?
   3. What major thoughts and feelings did you suspect were harbored by those who occupied roles in opposition to you? (Class discussion of this question can lead to interesting explorations into the accuracy of motive perception.)
   4. By values, people generally refer to what should be or ought to be. What major values do you feel this game attempts to promote?
   5. Which of these major values do you tend to agree with? Disagree with?
   6. What values does the game neglect that you feel are important?
   7. Should peace be one of these goals? Why or why not?
   8. What is peace? Can you define it? (Encourage students to bounce definitions off one another and to clarify what the term means. At this time you might wish to introduce the four World Order value dimensions described earlier in this article and ask students to discuss their usefulness as a conceptual framework for thinking about the prerequisites for peace.)
   9. Do you think it is possible to ever achieve peace as you have defined it? (If the answer is no, ask: "If not, what do you think is the best that can be humanly done?")

C. Questions designed to get at system change and modeling preferred alternatives:
   1. Given your definition of peace, how effective is this simulation model as a peacekeeping system?
   2. What specific strengths and weaknesses do you see in the simulation when viewed as a peacekeeping system?
   3. What specific changes in the system would be required to turn it into one that could effectively carry into practice your definition of peace?
   4. If you were called upon to design a model peace system as an alternative to the system you have just simulated (or the "real" world) what basic characteristics would it have?
   5. What transitional steps would have to be taken to get from where we are to where you want to go? Can you briefly outline a transitional strategy? What problems of transition would have to be dealt with? (What would have to be changed and how would you go about effecting these changes?)

The last two question should be discussed in terms of system goals, necessary institutions, sanction systems, operating characteristics, value and attitude changes, and general structural characteristics. This is often best done in small working groups, each preparing their own descriptive model. Once roughed out the models can be presented to the entire class for reaction. Diagrams often help other class members to understand the models more clearly. Many groups are capable of designing simulations to explicate their models by having their classmates play the game. A series of simple peace games which can be used as models for this purpose are available from the World Law Fund, as is an article suggesting a learning sequence, based on the use of simulation.

TEACHERS WORKSHOPS ON WORLD ORDER AND PEACE STUDIES

April 8	Rye, New York
April 15	San Francisco, California
April 18 or 19	Lakeland, New York
April 20	Rochester, New York
April 25	Buffalo, New York
April 29	Queen's College, Flushing
May 4-6	Philadelphia, Pa.
May 15-26	Portland, Oregon
June 23-25	Stanstead, Canada

Write to the Fund for full details, giving the date and place of the workshop in which you are interested.

IMAGES OF THE FUTURE IN FILM

Sponsored by
THE CHRISTOPHER CENTER
12 East 48th Street
New York, New York 10017

April 5—Animal Farm—John Helas and Joy Batchelor
April 12—1984 by Michael Anderson
April 19—The Shape of Things to Come—Cameron Menzies
April 26—Forbidden Planet—Fred McLeod Wilcox
Time: 5:30 p.m.
Admission charge: $7 for entire series of 4 films
$2 per film
$1 per film student rate

WAYS AND MEANS
OF TEACHING ABOUT WORLD ORDER

NO. 7

A service to teachers prepared by the School Program of the World Law Fund, 11 West 42nd Street, New York, N. Y. 10036

FALL 1971

Futurism

Futurists use scenarios, speculative narratives of future events, to create images of the future and from those images attempt to derive strategies for influencing the future. We offer here for your classroom use a scenario adapted from Saul Mendlovitz's presentation to the 1971 Colgate World Order Workshop. It is not to be reproduced without permission. Additional copies are available from the Fund at 10¢ each.

This scenario takes place within 24 hours on June 6 and 7, 1992. The events occur in the following places.

New York — CBS television interrupts its regular broadcast at 9:35 p.m. and is followed within 15 minutes by all other networks, telecasting nationwide. Within half an hour all major networks throughout the world are carrying a live report from a set of space satellites originally launched by the United Nations in 1989 for "security surveillance." The first reports indicate that shortly before the broadcast began, a large mass of Indians began crossing the Chinese border* and appeared to be moving by the thousands into Chinese territory. Long-range cameras with instantaneous "blow up" projection flash on the T.V. screen photos of Indians carrying placards reading "Invaders Retreat," "We Reclaim What Is Ours," and "Return Indian Territory to India." Many are brandishing sticks, small agricultural tools and household implements and a few carry mace sprayers and short-range tranquillizing guns, but otherwise they appear to be unarmed. Most of them are on foot. There are some old buses and a few small automobiles. Few children and no older people are seen in the mob, which is composed mainly of teenagers and young adults. They are met by local police and constabulary attempting to contain the onrush with small sidearms and police clubs. Many Indians are wounded; some may be dead; but by the thousands they continue to flood into the land, overrunning the local forces. Minimum estimates of their number are given as a half-million.

The United Nations — An announcement is made that the commander of the regional peace force has deputized the local police in all communities in a hundred-mile range on both sides of the border and has initiated an emergency peace action, calling upon the Indian and Chinese governments to use every effort to restrain their citizens. Peace force battalions are being airlifted to the border from Burma and Indochina. At 10:15 p.m. New York time the Secretary-General speaks before the cameras of the World-wide Instantaneous Communications System: "It was with shock and sorrow that we received less than an hour ago the reports of events occurring at the Indian-Chinese border. I have called an emergency meeting of the Security Council for noon Accra time in that city tomorrow. Any Council member unable to arrive in Accra within the intervening time is to arrange television attendance.

"I have requested that the following action be taken immediately: All deputized forces as well as those standing peace forces arriving in the area are to use long-range, long-term tranquilizing equipment. There must be no escalation of the situation. Violence must be contained, and every resource of the world organization must be applied to a rapid and equitable resolution of this crisis now constituting so grave a threat to the peace."

New Delhi — The Indian Prime Minister addresses the nation. "This government was brought forth as the consequence of non-violent struggle. This nation has abjured and abhorred the use of violence as an instrument of policy. We have been constructive peace-makers and active peace-keepers. We have made great sacrifices to keep the peace, believing peace to be that condition in which justice is assured without violence. Do we not then deserve justice as much as any of the peoples for whose rights we have struggled in the world forums? Indeed, the world must understand how frayed the patience of those who have sought justice for over four decades may become. 'Justice delayed is justice denied.' I call upon you, the citizens of India, to refrain from actions which would violate our traditions; and we, the citizens of India, call upon our fellow citizens of the world to join us in a suit for justice. Return to India the lands taken from her by China!"

Peking — The Chairman issues a statement in response to the Prime Minister's broadcast: "The People's Republic of China knows well the frustrations of justice denied and has sought no more than justice. It is well known even to those who have falsely accused this nation of aggression that the lands in question are legally and by historic tradition Chinese. We trust that the world organization will use its force and its authority to withdraw the invaders from our lands and resolve this situation in true justice."

The Chairman has made no public appearance since the outbreak of the crisis. He has been closeted with a group of advisors and a number of party leaders who are believed to hold views on world politics very much opposed to those of the Chairman. There is some speculation that this event may lead to their forcing China's withdrawal from the General and Complete Disarmament Agreement which they opposed the Chairman signing in 1989. Correspondents most familiar with him hypothesize that the lack of serious violence in the present incident will serve to confirm the Chairman's belief in the need for the agreement and his dependence upon the United Nations as world peace-keeper.

Accra — At the request of the Chinese government the meeting has been delayed until 12:30. In attendance at the Security Council are the Foreign Ministers of the member states attended by the U.N. Ambassadors. The Secretary of State of the United States in an opening statement asserts that the incident resulted from actions fomented by a group of six "revanchist" Indian leaders without the sanction of their own government. He recommends that these leaders be arrested by the U.N. peace force, charged with violation of the Charter and tried before the World Court. He also suggests that the question of the sovereignty over the land be opened by the Council, reinvestigated and settled once and for all.

* Historical Note: The border in question is that between India and Aksi Chin. This long-disputed territory finally fell under Chinese control in the late 1950's.

The Soviet Foreign Minister, in a voice some observers believe to be edged with bitterness, first expresses sympathy for the position of the American government caught between old friends turned rival. He calls for the Council to look squarely at the facts of this incident and to take the actions to which they are bound by the Charter and by the General and Complete Disarmament Agreement. A half-million people could not be roused, much less organized, without the knowledge and at least implicit consent of their government. India is therefore clearly guilty of aggression. Perhaps more significantly, the use of even small sidearms by police of one nation against citizens of another who were technically without arms is a flagrant violation of the disarmament agreement. If any persons are to be brought before the court, they obviously must be the officers of the Chinese constabulary.

The Council hears statements from both the Indian and Chinese Ministers reminiscent of those made the night before by the chiefs of state. The debate begins and seems to be leading toward an even split between the American and Soviet positions. As the Council adjourns for dinner, reports from the area indicate that all action has stopped. Several thousand Indians have limped back to their own side of the border, while thousands and thousands more lie in temporary campsites under the custody of the peace forces who will escort them over the border when the tranquilizers have worn off.

There is an air of tension emanating from the U.N. meeting, enveloping all world centers of power and pressing into the minds of most thinking citizens. Not since "Confrontation II" in 1985, when China and the Soviet Union were "eyeball to eyeball" over Chinese missile installations in Hokkaido, Japan, "The Asian Cuba," has there been so great a fear of large-scale warfare. The break in the Council sessions seems interminably long.

Using the Scenario

1. Ask the students to complete the scenario providing an outcome for the crisis. This may be done individually as an outside assignment or in groups in class.

2. Present the various outcomes of the scenario as outlined by Mendlovitz to the class, and have the authors explain the reasons for their postulations. Then take a vote on what the class believes to be the most likely outcome and another on the most desirable. If the results are different, discuss the reasons for the differences and encourage speculation on steps which could be taken to assure the most desirable outcome.

3. Discuss the criteria for determining the most likely outcome and the most desirable. Identify specifically those factors which will determine likeliness. Which ones should be changed? How? How might the changes be effected? What values underlie the criteria for desirability? Who holds these values? Why? Which of them can be related to the five world order values and how?

4. Ask the students to note the major differences between the present world political system and the system described in the scenario. What events or conditions could have brought about these differences? Suppose the crisis happened within the present system. How would the outcomes be different? Comparing the least desirable of the outcomes predicted under the system in the scenario with outcomes expected under the present system, which are preferable and why?

5a. If this is the beginning of a world order unit, have the students write a private paper, to be shared at the end of the unit if they wish to do so. The paper should be a description of the world to come, how it will be and how I want it to be. Attached to the paper should be a list of personally held values which the student believes to underlie his preferred world. At the end of the unit see if they wish to change their predictions, preferences or values, noting how their learnings in the unit produced the changes. These, too, should be shared only by those who wish to do so.

5b. Alternative culminating exercise: Have the students list strategies for achieving changes in the world political system. Categorize them according to who might carry out the strategies: actors within the system such as the great powers; transnational non-governmental organizations such as the World Council of Churches and the United World Federalists; movements not yet formally organized like youth, pacifists or world educators; and individuals. In which strategies would they like to take part? In which do they really think they could take part?

For additional scenarios and alternative teaching devices for the use of scenarios, write to Betty Reardon at the Fund.

Resources on Futurism

Bibliographies: A world order bibliography which includes sections on "Futurism" and "Forecasting, Futuristics and Systems Analysis" is available for $1.00 from the Fund. Also available is "Futurism for the Classroom," a bibliography by Jonathan Weil. 15¢ per copy; please send stamps.

Reprint: "The Case for Futurism in the Social Studies, by Betty Reardon, from the *Social Science Record*. Single copies free from the World Law Fund.

Trend: A Journal of Educational Thought & Action, School of Education, University of Massachusetts, Amherst, Massachusetts 01002. $1.50 per copy. Spring 1971 issue is devoted to "Futuristics in Education." It contains articles and information on other resources.

The Social Science Record, the Journal of the New York State Council for the Social Studies, spring issue also focuses on futuristics and the future of the social studies. $2.00 per copy. *Social Science Record*, 412 Maxwell Hall, Syracuse University, Syracuse, New York 13210.

The UNESCO Courier, April 1971, "What Future for Futurology," P. O. Box 433, New York, New York 10016. 50¢ per copy. Articles by futurists from various nations.

"Peace Games," a sequence of simulations based on a futuristic scenario, played against a background of the history of U.N. peacekeeping operations. Comes in a packet with a sound filmstrip depicting the history, booklets outlining alternative models, directions for the game sequence and a note to the teacher. Order from Social Studies School Service, 10,000 Culver Blvd., Culver City, California 90230.

Periodicals on Futurology

Futures, the Journal of Forecasting & Planning, published by the IPC Science & Technology Press Ltd., U.K., in cooperation with the Institute for the Future, USA Reprints Department, FUTURES, IPC (America), Inc., 300 East 42nd Street, New York, New York 10017. $7.50 per copy.

The Futurist, A Journal of Forecasts, Trends & Ideas About the Future, $1.25, World Future Society, P. O. Box 19285, Twentieth Street Station, Washington, D. C. 20036.

WAYS AND MEANS

OF TEACHING ABOUT WORLD ORDER

NO. 6 — A service to teachers prepared by the School Program of the World Law Fund, 11 West 42nd Street, New York, N. Y. 10036 — SPRING 1971

New Materials Available From The World Law Fund

Reprints

William Boyer, "Education for Survival," *Phi Delta Kappan*, January 1971. A version of a paper delivered to the 1969 annual meeting of the National Council for the Social Studies. Single copies free; multiple copies, 10¢ each.

"What Kids Should Learn about War and Peace," *War/Peace Report*, January 1971. A panel discussion among a group of educators involved in world order and peace education outlining the goals and problems of launching peace education programs in public schools and the urgent need for peace studies. Single copies free; multiple copies, 20¢ each.

Course Outlines

Orders may be placed now for course outlines available in September at 50¢ per copy:

Disarmament and Aggression. A course for seniors devised at the United Nations International School in New York City as part of their special United Nations Studies Program.

Learning about War and Peace. The newly revised course for 11th and 12th grades now offered at Nathan Hale High School in Seattle, Washington. It includes, among other things, excerpts from literature, the theater, and science fiction.

Junior High School Course. In its third year at Chief Joseph Junior High School, Richland, Washington, this course for grades 8-10 involves a large component of student participation. It culminates in a sound-and-light show on war and peace designed and presented by the students.

Revised Thorpe Syllabus. A revision of the course as taught at Jericho High School, Long Island, N.Y. The original Thorpe syllabus is, of course, still available.

Fluid Geography. A transnationally devised unit with a global perspective, for middle school level.

Tape

War Crimes. A one-hour tape of two speeches by Lawrence Kohlberg, of Harvard, and Richard Falk, of Princeton, presented in November 1970 at the World Law Fund War Crimes Seminar for members of the National Council for the Social Studies. $5.

Intercom

In light of the intense public interest in the problem of individual rights and responsibilities in time of war generated by the Calley case, teachers may find useful *The Human Person and the War System*, the January 1971 issue of *Intercom*. It includes case studies, film guides, and statements on teaching methodology relevant to the Nuremburg principles, the rights of individuals under international law, and the basic problem of war in an emerging world society. $1.50 from the Fund or from *Intercom*, Center for War/Peace Studies, 218 East 18th Street, New York, New York 10003.

A drawing from the catalogue of The Garland Library of War and Peace, *a collection of 360 titles edited by Blanche Wiesen Cook, Charles Chatfield, and Sandi Cooper, designed to make available a significant body of out-of-print literature dealing with man's efforts to cope with war and violence. Published by Garland Publishing, Inc., 24 West 45th Street, New York, N.Y. 10036.*

International Education News

In the spring of 1970 the U.N.A. and Yale University sponsored a half-year college-level seminar on the United Nations for 15 specially qualified seniors from public and independent schools. For a description and evaluation of this seminar or for information about other projects in the international field, write to Mrs. John Kernochan, Special Educational Projects, U.N.A. Center, 833 U.N. Plaza, New York, N. Y. 10017.

The Center for War/Peace Studies is planning a curriculum collection project for elementary and secondary school teachers dealing with war, peace, conflict and change. They will collect, list and catalogue curriculum materials, disseminate information, and build a broad base of support for wider and intensified use of such materials in all schools. For further information, write to the Center, 218 East 18th Street, New York, N. Y. 10003.

In March 1971 the U.N.A. inaugurated the School Resource Center, which will bring together materials on the United Nations recommended for school use. The address is U.N.A., 833 U.N. Plaza, New York, N. Y. 10017.

A paper entitled "Population Education: A Worldwide Review of Programs in Process and Planned" is available from Stephen Viederman, Assistant Director, Demographic Division, The Population Council, 245 Park Avenue, New York, N.Y. 10017. It describes school programs throughout the world for teaching about population problems.

Teaching Suggestions From Our Readers

The World Law Fund welcomes suggestions to help the readers of Ways and Means in teaching about world order. We are particularly interested in receiving contributions for forthcoming issues on international education and futurism.

Edward J. Shaughnessy, of the College of New Rochelle, plans to do some work on using popular music and folk songs to analyze attitudes toward war and peace and world order values. He suggests Music for Peace, City University of New York, as a useful resource for educators interested in this approach. Their address is 33 West 42nd Street, New York, N. Y. 10036.

Lillian Genser, director of the Center for Teaching About Peace and War, Wayne State University, Detroit, Michigan 48202, has written a "Pledge to Space Ship Earth" for young children: "I pledge allegiance to the world/ to cherish every living thing,/ to care for earth, and seas, and air/ with Peace and Freedom everywhere." She would welcome your comments.

James M. Oswald, editor of the *Social Science Record*, suggests another pledge: "I pledge allegiance to mankind/ and to the universe in which we dwell/ one people on Planet Earth/ striving for justice for all."

Most of us who have taught world order or war and peace studies have been accused of failing to present "both sides of the issue." Arthur J. Newman, assistant professor of education at the University of Florida, suggests a way both to meet the criticism that we fail to present the case *for* nationalism and, more important, foster student commitment to universal man. He suggests assigning students readings representative of nationalistic orientations and then structuring the learning experience so that these nation-state models can be compared and contrasted with alternative global models. Possible sources for such material are the *National Review*, newspaper editorials, *Vital Speeches of the Day*, and *The Conscience of a Conservative*, chapter 10, by Barry Goldwater.

Consulting Services

The Fund's field staff has been very much in demand by schools and school systems eager to learn about ways and means of introducing world order into grades 7 through 12. We hope to provide all of the services requested by all educators interested in the subject. We therefore urge that you send in your requests for consultation services, in-service programs, and workshops as early as possible and, if you can, please suggest several alternate dates.

New Resources For Teaching About World Order

Films

"Is It Always Right to be Right?" A parable that surveys the divisiveness in our society: the generation gap, war, poverty, discrimination. Winner of a 1971 Academy Award. For junior-senior high, 8 minutes, color, $130 from King Screen Productions, 320 Aurora Avenue N., Seattle, Wash. 98109.

"The Court Martial of William Calley: The Mind of a Juror." A CBS News Special featuring Major Harvey G. Brown. Thirty minutes, black-and-white, 16 mm. $200 plus shipping from Mr. Murray Benson, CBS Education and Publishing, 383 Madison Avenue, New York, N. Y. 10017.

United Nations 16mm Film Catalogue. An annotated listing of nearly a hundred films chosen for current and historical value. Available from Office of Public Information, United Nations, United Nations, N. Y. 10017.

Miscellaneous

"A Selected Bibliography on International Education" is available from School Services, Foreign Policy Association, 345 East 46th Street, New York, N. Y. 10017.

"The Road Game" is an interdisciplinary game that combines social psychology and art to illustrate the implications of a competitive mind-set for interpersonal and international relations, for grades 4-14. Order from the publisher, Herder and Herder, 232 Madison Avenue, New York, N. Y. 10016. 95¢.

"The Hiroshima Declaration," a discussion and statement of "Conditions for Peace in the Nuclear Age" by both an international group and a group of citizens of the City of Hiroshima, is available from the Committee of Hiroshima Conference, c/o Peace Memorial Hall, Peace Park, Hiroshima, Japan. 12 pages, in English and Japanese. 10¢.

The World Law Fund's sole purpose is to forward the world educational effort that is the prerequisite of a future system of international relations in which war has been eliminated and worldwide economic welfare and social justice have been achieved. Believing that only an enlightened and educated citizenry can develop the policies and transition steps for such a system of world order, the Fund seeks to introduce the subject of world order into the curricula of all major educational systems throughout the world — on the graduate, undergraduate, and secondary-school levels — and to encourage study of this subject by organizations, adult education groups, and all concerned persons.

The Fund is not a foundation with capital resources of its own. Its program of research, publication, and teacher training is entirely supported by contributions.

WORLD LAW FUND
11 West 42nd Street
New York, N. Y. 10036
ADDRESS CORRECTION REQUESTED

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OF TEACHING ABOUT WORLD ORDER

NO. 5 — A service to teachers prepared by the School Program of the World Law Fund, 11 West 42nd Street, New York, N. Y. 10036 — WINTER 1971

International Year for Action to Combat Racism and Racial Discrimination

The United Nations has designated 1971 as a special international year to combat all forms of racial discrimination. For those of us involved in world order education, this year should have special meaning. Violations of human rights on the basis of race pose a major threat to world peace, and we will not progress toward the world order values of economic welfare and social justice for all mankind if we do not make every effort to exorcise the scourge of racism from human society. Racism presents a very special challenge to education, and this issue of *Ways and Means* offers suggestions on modes and resources for meeting the challenge.

Integration has long been espoused as one effective way in which education might aid in combatting racism. In the United States, problems of school integration are familiar and perplexing. However, Americans are not alone in facing this problem, and in some areas of the world its solution appears even more difficult. The Waterford School in Swaziland therefore offers real hope. Waterford is of special interest to us because they participated in the testing of some World Law Fund curriculum materials. In this issue, the Headmaster tells of the goals and history of this unique experiment. There is also useful material based upon the American experience with integration prepared by the Constitutional Rights Foundation.

We have noted, as well, a few of the school programs being conducted in various countries throughout the world. We hope that our suggestions will help readers of the *Progress Report* to make some special efforts in observance of this international year.

Education For Integration

M. A. STERN*

Atop a hill outside Mbabane, the capital of the newly-independent kingdom of Swaziland, stands a small school called Waterford-Kamhlaba. With a multi-racial student body and a non-racial educational policy, it is unusual because it is so near the borders of race-conscious South Africa.

We have moved a long way since our early foundations in 1962 and our early founder members in 1963 — from 16 multi-colored pioneers to a total enrollment of 240.

"Kamhlaba" was the King's name for the school, and it means "in or of the world," or "a world in miniature," in which all races and religions are welcome. This makes us international and cosmopolitan, yet part of Swaziland, because we willingly share this country's problems and accept the challenge of its development.

One third of our enrollment comes from Swaziland (half of these are African Swazis), one third from the Republic of South Africa (Indians, Africans, and so-called Europeans), and the remaining third, of many races and of mixed race, from Lesotho, Botswana, Mozambique, Rhodesia, Malawi, Zambia, Tanzania, and Kenya, and the children of missionaries and diplomats from Britain, America, and the United Nations—many shades of brown, pink and amber.

Such is the mixture. We believe this is a strength, not only because of the healthy variety within the school, but because it is a better preparation for the multiracial international world of the future. Even in South Africa things will eventually change. Young and old both know this.

You don't have to be a radical young Black Panther in the United States or a reactionary, middle-aged, white politician at Westminster to realize that the burning issues of our time are race prejudice and war. We believe that violence is not the answer. We believe in peaceful progress and understanding, with opportunities for all. But to achieve this, there must be effort, and time is limited. At Waterford-Kamhlaba, we believe in mixing as a means—a mixture of race, nation, religion, language, background, income, and sex—in a particularly race-conscious and racially divided part of the world.

We believe in bridges rather than barriers, which young people can cross if they wish—and we find they do wish, when they choose their dormitory companion or make up parties for an expedition, or vote for a soccer captain (black) or a cricket captain (white) or representatives on the School Committee (mixed). We find that race is irrelevant here because it does not matter. It would be absurd to imagine otherwise with young people who eat, work, and play together, without the prejudices of the adult world.

Life means change, nowhere more than in Africa, and failure to come to terms with this surely means eventual extinction of the group. We are running Waterford-Kamhlaba not as an experiment, but as one small step in the direction of fully-integrated liberal education, which may have an influence quite out of proportion to its size on the affairs of Southern Africa. This at least is our hope, and time alone will show whether our faith is justified.

* *M. A. Stern is headmaster of the Waterford-Kamhlaba* School.

Resources For Teaching About Racism

The January/February issue of *Intercom* on "The Human Person and the War System" has several helpful items. In addition to suggested readings, two articles constitute units which can be used to teach about the topic. These are "The Battle of Algiers," by Margaret Carter, and "Michael Scott, an Individual in the International System," by Betty Reardon.

There are a number of excellent feature films now available in 16mm which can provide a provocative basis for classroom or group discussion. Among these are "The Defiant Ones" (United Artists 16, 729 7th Avenue, New York, N.Y. 10019), "Nothing But a Man" (Brandon Films, 221 W. 57th Street, New York, N.Y. 10017), "One Potato, Two Potato" (check your local film library), and "Raisin in the Sun" (check your local film library). The best single source of films on racism is American Documentary Films. Write to them at 336 W. 84th Street, New York, N.Y. 10024, or 379 Bay Street, San Francisco, Cal. 94133, for their latest catalogue.

The "Bill of Rights Newsletter," published by the Constitutional Rights Foundation, devoted its Fall 1970 issue to "Race and Education". It contains much useful information for teacher background and a center section for student use containing cartoons with discussion questions and case studies for analysis of civil rights issues. These may

be ordered in quantity from the Foundation at 609 South Grand Avenue, Los Angeles, California 90017.

"Sixty Minutes", the monthly program broadcast by CBS, televised on December 8, 1970 a provocative segment on racial tensions in the United States Army. Write to the network for information on the availability of this film.

One Unit of Study on Racism

Order from the United Nations Office of Public Information copies of the Universal Declaration of Human Rights (A/Res 1904 [xviii]) and the International Convention on the Elimination of all Forms of Racial Discrimination (A/Res 2106 [xx]). Have the class read both documents in preparation for a discussion on "Racism and World Order." Here are some questions which might be raised in such a discussion:

1. It has often been said that you cannot legislate tolerance. To what degree can the problems of racial discrimination be treated by legislative methods? Do you believe that there is any relationship between legislation and attitudes? If so, explain it and note whether attitude change must precede legislation or if, on the other hand, legislation can lead to attitude change.

In dealing with this topic, it might be useful to review the history of civil rights legislation and parallel social developments in the United States. Ask the group to reflect upon the role of law as a leader in social change and as an agent through which social values may be achieved.

2. In what specific ways does the Convention on Racial Discrimination attempt to fulfill the Universal Declaration of Human Rights? Why was a convention deemed necessary to carry out the purposes of the Declaration? What is the process whereby the United Nations ratifies conventions and puts them into effect? Which nations supported and which opposed the Convention on Racial Discrimination? What specific domestic circumstances influenced the positions of those who opposed it? Can you draw any conclusion about the possibilities of enforcement from these conditions? Review the case of Southwest Africa. Does this case provide any lessons about the possibilities for supranational enforcement of human rights protections?

3. In reviewing various cases of extreme racial tension due to discrimination, do you come to any conclusions about the likelihood of major wars resulting from these tensions? If you believe there is a serious likelihood of such consequences, do you believe that the present system of international relations can prevent large-scale violence from erupting as the result of racial discrimination? How might it do so?

4. If you believe that changes must be made in the international system to prevent such wars and to enforce such guarantees of human rights as the Convention on Racial Discrimination, what form should these changes take? Would an international ombudsman be a useful device? If so, how should he function? Who should appoint him? How long should he serve? To whom should he report? How should his charges be verified? How should the verified violations of human rights be corrected? What other legal and/or political devices can you think of which might help to eradicate racial discrimination?

5. What actions can you personally take in favor of racial justice? When do you plan to take them?

Observation of International Year for Action to Combat Racism

A number of nations have reported their plans for school activities during this International Year in United Nations Document A/8061 and addenda, available from the U.N. Office of Public Information. These include:

Federal Republic of Germany: the International Textbook Institute sees to it that textbooks remain free of any form of racial prejudice;

Greece: the Ministry of Education will send students to villages in rural areas to speak on the subject;

Netherlands: the government will make available "information and project sets" to secondary schools and will hold a conference for high school students on "A Livable World" to draw attention to the problems of racism: and the U.N.A. will give the greatest possible publicity to the Convention on the Elimination of All Forms of Racial Discrimination;

Kuwait: the Ministry of Education will proclaim a week in schools for combating racism and racial discrimination, including seminars, essay competitions, and the inclusion of racism as a subject in social studies;

Austria: the UNICEF Committee will organize an essay competition on racial discrimination.

New Curriculum Materials

The Amherst Project series of historical materials, edited by Richard Brown and Van R. Halsey, contains three units of special interest to teachers of world order: "Korea and the Limits of Limited War," "Hiroshima: a Study in Science, Politics, and the Ethics of War," and "Collective Security in the 1930's: The Failure of Men or the Failure of a Principle?" The Fund will publish a study guide providing a world order perspective for discussion of the issues raised in these units in a later issue of *Ways and Means*. To order the units, write to Addison-Wesley Publishing Co., Inc., Sand Hill Road, Menlo Park, California 94025.

The Public Issues Series of the Harvard Social Studies Project has published two more unit booklets related to world order. In addition to "The Limits of War," teachers may now use the series to introduce "Law and Diplomacy" and "Organizations Among Nations." The Fund acted as consultant in the preparation of these units. They may be ordered from American Education Publications, Education Center, Columbus, Ohio 43216.

The *New York Times* series of filmstrips on contemporary problems and current affairs will issue a filmstrip on disarmament in early 1971. It will provide a useful complement to "The Age of Megaton," produced by the World Law Fund and distributed by Doubleday MultiMedia. For information on the *Times* filmstrip, write to New York Times Book and Educational Division, 229 West 43rd Street, New York, N.Y. 10036.

Intercom

Intercom, a useful resource guide to war/peace problems, is publishing during the 1970-1971 academic year three issues of special interest to educators.

The Fall 1970 issue focuses on "Education on War, Peace, and Change" and provides an overview of developments in the field and notations on various projects.

The January/February 1971 issue features "The Human Person and the War System." This issue, edited by Betty Reardon and written by several World Law Fund consultants, offers a framework of inquiry into issues related to war crimes, suggests procedures for classroom study, and provides annotations on teaching resources. We will be eager to learn how it is used by teachers and discussion leaders. Their comments and suggestions regarding publication needs in international education will be most helpful to the Fund, the editor of *Intercom*, and the National Task Force on International Education.

The March/April issue, "Teaching About War, Peace, Conflict, and Change," will report on materials, techniques, and projects.

Individual copies of each issue of *Intercom* may be ordered from the Center for War/Peace Studies, 218 East 18th Street, New York, N. Y. 10003 for $1.50. The editors would like comments and suggestions to make forthcoming issues as useful as possible to classroom teachers. Please write your comments after reading the issues to the editor, Mr. Charles Bloomstein, at the Center.

WAYS AND MEANS
OF TEACHING ABOUT WORLD ORDER

NO. 4 — A service to teachers prepared by the School Program of the World Law Fund, 11 West 42nd Street, New York, N. Y. 10036 — FALL 1970

A Parable for Teaching About Economic Development

A parable, as we all know, is "a short, simple story from which a moral lesson may be drawn." Although there is still some dispute about the appropriateness of "moral lessons" in our classrooms, teachers of world order pretty much agree that an examination of values is not only an appropriate but a necessary part of the discussion of public issues. The problems of poverty and world development pose many sharp issues and value questions. Kin Mason, who teaches at the Mount Elizabeth Secondary School in Kitimat, British Columbia, chose to introduce these issues to his class with this exercise: "Read the following parable. Tell what this parable means. Do you agree that things and events could reach the point described in the last two paragraphs? How could the world avoid the events described there? Be specific. Once you have researched and written your answer, rewrite the last two paragraphs in such a way that they will reflect your thinking."

Parable*

There was once a man who had a rich property. He gave it to his children to care for. Because the father loved his children, he left on a long journey and gave them real freedom to organize his property their own way.

Now part of that property was cultivated and another part was not. The sons who lived on the richer part built fences to defend their section from the others who lived on the wild parts. They led a good life themselves, and once in a while threw food over the fence so that the other children at least knew life could be good.

Then the children on the other side of the fence sent a delegation to their brothers and said: "Teach us how to cultivate our soil, and while we learn, share your riches with us so that we do not die." But the Brothers replied, "Go away; there is not enough for all of us. Learn to till the soil yourselves."

The Others: "We will do that, but we have no tools to till the soil. Help us with your tools."

The Brothers: "We cannot do that, because we need all we have if we want to keep our standard of living. We'll give you a few tools, and with them you can make your own."

The Others: "In order to make tools we need money. Buy what we have reaped on our land and we shall buy our own tools from you."

The Brothers: "But we don't need products. If you sell them to us our economy will be disrupted."

The Others: But then what shall we do; our wives and our children are dying?"

The Brothers: "It will take time."

The Others, seeing that their brothers did not really want to help them, stormed the fence, broke it down, took the food they needed and killed all the brothers who resisted them.

Then the owner of the property returned, and was both angry and sad. To the surprise of the children who had lived behind their fences, he put The Others in charge of the whole property and forgave them their violence.

—Albert Van Den Heuvel

The following are excerpts from the interpretation and conclusion reached by Adriana Ferreira, Grade X:

"The man spoken of in the parable is God. He left all men . . . to decide for themselves how to live. . . . Although all men were left free and equal, their areas of living were not all equal in productivity and size. Some areas . . . could not support the large number of people who soon inhabited them. Those who lived on the less desirable land gradually became poorer while those who lived on the fertile land became prosperous and selfish.

"When the poor people asked for help they were given a bit of help here and a little there, like crumbs falling from the rich man's table. The rich people, scared of a ruined economy and equally terrified of being labelled selfish, continued to "aid" these poor countries. . . . (Miss Ferreira here gave examples of various deficiencies in U.S. and Canadian foreign aid programs, citing the sources she used.) . . .

"Most of the rich countries' aid programs are tied to their own economies to increase their own sales. Likewise much of the aid given by Canada to foreign countries has strings attached to it. . . .

"I am certain that unless drastic action is taken there could very well be a world wide revolution. In that case I doubt whether there would be anything for the "Father" in the parable to come back to.

"POSSIBLE SOLUTIONS. I think the idea of a global village is the ideal answer. To start with, the U.N. should be composed of every country in the world. Each one with a single vote so that each would be equal in power. The U.N. should have a large army capable of enforcing the decisions of the majority. The ideas of nationalism should be done away with and globalism or earthism . . . should take its place. The members of the U.N. would be more like states or provinces rather than nations. There should be no individual economies but a world-wide bank caring for tne distribution of food and money to all parts of the world. . . . An unrestricted foreign aid program by all countries is in order. After all, what's more important, our domestic economy or the destruction of mankind? . . ."

* * * *

Before opening discussion of the issues and values involved in the complex problems of world development, a teacher must be equipped with much more than "a short, simple story." Among useful pieces of equipment are:

Educational Sheets on International Development, 20¢, Oxfam of Canada, 97 Eglinton Ave. East, Toronto 12, Ontario.

Intercom, Vol. 12, "From Aid to Development," $1, 218 East 18th St., New York, N.Y. 10003.

Gunnar Myrdal, *The Challenge of World Poverty,* Pantheon Books, $8.95.

Lester Pearson, *The Crisis of Development,* Praeger, $4.95.

**The Parable appeared in the Spring publication of Oxfam of Canada.*

A Programme for Third World Studies in the Secondary Schools of Scarborough, Ontario

KENNETH TANCOCK*

The Chinese have an old and polite blessing for their enemies: "May you live in interesting times." By this they really mean, "May all the troubles of the world pour down upon your head." Many a bewildered and battered history teacher must feel blessed with just such a wish, judging from the criticism and disgust for his subject expressed in recent years. The crowning insult is that we and our subject are irrelevant. Perhaps our fury is heightened by the suspicion that the charge may be at least partly true.

Granting that one man's relevance is another man's boredom, there is a strong case for the study of a past that illuminates the present and for a projection of the present into the future, posing alternative world programs for students to evaluate and choose. This, of course, is the aim of the World Law Fund program centered on the values of warlessness, economic welfare, and social justice.

For the past three years the history departments of thirteen Scarborough secondary schools have held a Spring Conference on world affairs for 1000 11th and 12th grade students, affording them an opportunity to hear and question experts and to exchange views among themselves. Preparations consisted of from one to three months of study before the conference. In 1969, 52 American students joined us, and in 1970, over 100.

The Spring Conference for April 1971 will deal with "The Third World." We hope to have 1000 students from the Scarborough Collegiate Institutes plus 100 English-speaking students from across Canada, 30 French-speaking students from Quebec, 150 to 200 American students, 30 students from Great Britain, and 30 students from the Commonwealth West Indian Islands, providing a total of around 1400 participants and a more globalized approach to their discussions.

The discussions will center largely on topics related to the world order values of economic welfare and social justice. The participants will inquire into such questions as: How is the world's wealth distributed within the present international system? Does this system provide the best hope of a better future for the peoples of the poor nations? Are present trade and aid practices of the rich nations capable of building a world economic community based on justice? Can the problems of world development be dealt with better by unilateral, regional, or global efforts?

Such a gathering of young people presents many opportunities. The first is the sheer impact of people from different cultures living together for four or five days. The stimulus can be harnessed to the study of relevant problems facing the countries these people represent in a global context, both at the conference itself and during the months spent preparing for it. Such an opportunity encourages hope that our students will at least realize that a global game is being played and that they can and should participate. Our traditional high school courses can rarely claim so much. To this extent the Spring Conference is a big step forward towards student involvement in the world, and this may make our courses (and perhaps even us) relevant to the minds and lives of our students. May we live in interesting times indeed.

**Kenneth Tancock is a teacher of history at Sir Wilfrid Laurier Collegiate Institute and the organizer of the Scarborough Student Conferences. He would be happy to receive inquiries about participation in the Conferences.*

Resource Centers for World Order and World Affairs Teaching

The following is a listing of national and regional organizations that can be of help to teachers interested in materials and techniques for teaching world order. We ask that readers knowing of similar projects send information about them to the Fund.

California The Diablo Valley Education Project, 50 Vashell Way, Orinda, Cal. 94563, combines local academic and organizational resources with in-service teacher training to develop and test new units on war, peace, conflict and social change.

Colorado The Center for Teaching International Relations, University of Denver, Denver, Colo. 80210, is funded under a grant from the U.S. Office of Education. Activities include pre-service and in-service programs for secondary social studies teachers and librarians; developing new instructional materials; and serving as a clearing house for the dissemination of currently available internationally-oriented teaching materials and information through a Materials Distribution Center and a quarterly Newsletter.

Hawaii A War/Peace Library for Teachers has been established in the College of Education, University of Hawaii, Honolulu, Hawaii 96822. A course for teachers entitled "Education for a World Without War" is being taught. The course and the library will be incorporated within a proposed Program for the Teaching of Problems of War and Peace. For information contact William Boyer.

Michigan The Center for Teaching About Peace and War, 784 University Center Building, Wayne State University, Detroit, Mich. 48202, provides resources, curriculum materials, and innovative programs for kindergarten through univesity teaching. The Center conducts seminars and conferences for elementary and secondary school teachers, and for high school students in the Detroit area.

New Jersey Center for Social Education, Graduate School of Education, Rutgers University, New Brunswick, N.J. 08903, will undertake programs to assist in teaching about the major social issues.

New York The Ad Hoc Committee for introducing Peace-Related Material at the Secondary School Level, c/o Nathaniel F. Glidden, the Horace Mann School, 231 W. 246th St., Riverdale, N.Y. 10471, consists of social studies and natural science educators in the New York City area. They are available to discuss proposals for curriculum reform, to develop bibliographies, and to speak at educational meetings. Also available is the Peace Course Newsletter.

The Foreign Policy Association, through its School Services, offers consultative services, conferences and workshops, pilot classroom materials, and other publicaitons designed to give students an adequate understanding of the international problems facing them as future voters. The Association has two regional offices:

Colorado 2141 14th St., Boulder, Colo. 80302.
New York 345 E. 46th St., New York, N.Y. 10017.

WAYS AND MEANS

OF TEACHING ABOUT WORLD ORDER

NO. 3 — A service to teachers prepared by the School Program of the World Law Fund, 11 West 42nd Street, New York, N. Y. 10036 — SPRING 1970

Who Speaks for Man?

The 25th anniversary of the United Nations is an appropriate occasion to examine the possibilities for the future of "the last best hope" of mankind. At present it is the only institution whose purpose is to serve all humanity, rather than certain segments of it, be they organizations, nations, or even multi-national regional agencies. Nor is there any other worldwide organization capable of dealing with the three potentially lethal problems of the planet: wars of mass destruction, over-population, and environmental pollution. Does the United Nations provide mankind with adequate machinery for dealing with these problems? Or must we look to the formation of completely new world institutions?

One of the most effective devices for initiating discussion of these questions is a film first shown on N.E.T. last November. *Who Speaks for Man?** is a powerful documentary record of human suffering which only an effective world organization might have prevented or reduced. It depicts the starvation, mistreatment and executions which recent political conflicts have inflicted on human beings, against a background of U.N. discussion and debates. Highlighted by interviews with U.N. leaders and individuals attempting to make the U.N. act on behalf of human rights, the film demands an analysis not only of the responsibilities of the United Nations, but even more importantly of the motives of the member states and of the human values held by their representatives.

Who Speaks for Man? has won first prize in the category of International Affairs and World Peace at a recent International Film Festival and was screened in London at the House of Commons on May 5. The film opened a conference for California teachers held April 10-12 under the co-sponsorship of the World Law Fund and the Constitutional Rights Foundation of Southern California. Under the leadership of Professor Donald Oliver, the Reverend Michael Scott, Professor Carl Christol, Professor Jack Fraenkel, and Mr. Michael Rossman, the participants explored human rights issues ranging from student rights to the U.N. Draft Convention on Human Rights.

A viewing of *Who Speaks for Man?* will enable you to explore these issues and some others suggested by the following questions:

1. What factors caused the gross violations of human rights depicted in the film? Which political units in the present international system have the power to deal with the problems depicted? Which have the responsibility to do so? Which have the desire to do so?
2. Do the lines of argumentation which the film presents seem reasonable? Which particular arguments? Why? Does the U.N. Charter enable it to act directly to improve life and lessen human suffering? What action has the U.N. taken? Through which U.N. organs have these actions been taken? Where have they occurred? Who has provided the resources?
3. What is the purpose of the *Universal Declaration of Human Rights?* Has this *Declaration* been enforced? What is the relationship of the *Declaration* to the *International Covenants on Human Rights?* How many nations have ratified the Covenants? Which Covenants has the United States failed to ratify? Why? Do you agree with these reasons? Should the Covenants be enforced? If so, how?
4. What recourse do individuals have when their rights are violated by their own or other governments? Should the U.N. provide such recourse? If so, how? What opportunities has the U.N. had to deal with specific human rights cases?
5. Is there a relationship between world peace and human rights? Should the U.N. be given more power to deal with problems of human rights? If so, what forms should these powers take? How should they be enacted? How will the future of the U.N. be affected by human rights?

*This 56-minute film is available from N.E.T. Film Services, Audiovisual Center, Indiana University, Bloomington, Indiana, 47401. Rental: $18.00. It will be rebroadcast nationwide on Monday night, June 15. Check your local N.E.T. station for time.

Don McDonald (left), an habitue of the UN garden who saw a Columbia student immolate himself on UN grounds as a protest against the suffering of the people in Biafra, is interviewed by NET producer Arthur Zegart. "Now here's a boy who took his life for someone else—yet it's condemned," McDonald commented in an interview for NET Journal—"Who Speaks for Man?"

Other resources

You will note that exploration of the issues raised in the foregoing questions requires more information about the United Nations and human rights than could be provided in a single film. *Who Speaks for Man?* poses the issues in a dramatic and effective manner which will help to motivate students to further inquiry. You will find the following resources useful in gathering materials for such study.

Organizations

The International League for the Rights of Man, 156 Fifth Avenue, New York, N. Y. 10010, publishes a periodic report on their work for human rights.

The International Institute of Human Rights (René Cassin Foundation), Strasbourg, 6, Place de Bordeaux, France, organizes seminars and publishes papers. *The United States Institute of Human Rights, Inc.*, 200 Park Avenue, New York, N. Y. 10017, was organized to carry out in the United States the same purposes as those of the International Institute.

The United Nations Association, 833 U.N. Plaza, New York, N. Y. 10017, provides lists of films and bibliographies on the United Nations and world problems. Inquire about their National Policy Panel publications.

Documents

The *Charter* of the United Nations, including the *Statute* of the International Court of Justice, is available from UNA-USA, Publication Orders, 833 U.N. Plaza, New York, N. Y. 10017. $.25; 20 for $1.00; 100 for $4.00.

The *International Covenants on Human Rights* are available from the United Nations Office of Public Information, Doc. No. OPI/289.

The *Universal Declaration of Human Rights* is available from UNA-USA. $.25; 20 for $1.00; 100 for $4.00.

All of these documents are reprinted, along with historical and critical notes, in Commission to Study the Organization of Peace, *The United Nations and Human Rights*, Oceana Publications, Inc., Dobbs Ferry, N. Y. $2.50.

Selected Bibliography

Basic Facts about the United Nations, UNA-USA, 69 pp., $.50.

Carnegie Endowment for International Peace, *Issues before the 24th General Assembly*, available from UNA-USA, $1.25. Pages 90-114 deal specifically with human rights issues and provide references to U.N. documents.

Commission to Study the Organization of Peace, *The United Nations: The Next Twenty-Five Years*, available from the Commission, 866 U.N. Plaza, New York, N.Y. 10017, $1.50.

Intercom, "The U.N. at Twenty-Five," Center for War/Peace Studies, 218 East 18th Street, New York, N.Y. 10003. $1.50.

United Nations Structure Sheet, UNA-USA. 20 for $1.00.

Tape:

Clyde Ferguson, "World Order and Human Rights," World Law Fund, 11 West 42nd Street, New York, N.Y. 10036. $3.50.

Cartoon by Al Ross from the Saturday Review (1970) omitted for reproduction purposes.

What Are You Doing About The Future?

A forthcoming *Ways and Means* will be devoted to Futuristics in the school curriculum. Do you have a unit or course of study you would like to share with other teachers?

The United Nations and Peacekeeping

A reprint of an article from the American Association of University Women *Journal*, May 1970, describing procedures for a sequence of games for learning about the United Nations' peacekeeping potential, is available from the Fund. The article, "Peace Games," describes three models for U.N. peacekeeping procedures and a scenario for testing the models. Single copies 10¢ (please send stamps).

Elementary and Junior High School Teachers

All issues of *Ways and Means* to date have been devoted exclusively to senior high school materials and techniques. Please let us know what you are doing to teach about world order in your classes. We have many requests for information and suggestions for programs in the middle and lower grades.

PEACEKEEPING: PROBLEMS AND POSSIBILITIES, a booklet for grades 8-10 by Jack R. Fraenkel, Margaret Carter and Betty Reardon, compares through actual case studies the U.N.'s peacekeeping procedures with those procedures provided by the League of Nations, mutual deterrents, and world law. The booklet is currently being field tested in classrooms in the United States and other countries and will be published for general distribution in 1971.

WAYS AND MEANS
OF TEACHING ABOUT WORLD ORDER

NO. 2 — A service to teachers prepared by the School Program of the World Law Fund, 11 West 42nd Street, New York, N. Y. 10036 — WINTER 1970

Teaching About Arms Policy

During the 1960's, mankind's scientific and technological progress took "a giant leap," but only the most faltering steps were taken in the area of human and social progress. At this point it is almost cliché to observe that man's creative skill has enabled him to destroy in virtually one stroke all that he has previously created. The issue, however, is far from cliché in our classrooms. In fact, there is pitifully little disciplined treatment of the problems of weaponry and arms policy. Consequently, informed understanding of the nature of our weapons systems and the probable consequences of their use is minimal.

The effects of nuclear weapons have been well illustrated on film. The Peter Brook film *The War Game*,* a simulation of an atomic attack on Britain so realistic that it was banned from British television, has recently been supplemented by one which depicts the actual effects of the atomic bombing of Hiroshima and Nagasaki.**

It is quite possible to get a fairly real grasp of the physical consequences of the use of nuclear weapons. Understanding the evolution of the system and possible ways of dealing with the problems it imposes, however, is a far more difficult question for teachers to deal with. This issue of *Ways and Means* offers a few suggestions in just that area.

New Materials Relating to Weapons Problems

"Confrontation: The Cuban Missile Crisis." A mixed media program created by School Marketing Incorporated, 1414 Sixth Avenue, New York, N. Y. 10019 with the World Law Fund, offers a unique opportunity to analyze the most severe threat of nuclear war to date.

*Contemporary Films, McGraw-Hill Book Co., 330 West 42nd Street, New York, N. Y. 10036; 47 minutes; rental, $75 for restricted audience, $125, unrestricted.

**_Hiroshima, Nagasaki, August 1945_; Center for Mass Communication, Columbia University Press, 440 West 110th Street, New York, N. Y. 10025; 16-17 minutes; purchase, $96.00.

Some tense moments as teachers play *Confrontation*, a new world order game, at a seminar in Des Moines, Iowa. The residential seminar co-sponsored with the Fund by Drake University and the Foreign Policy Association was conducted over the week-end of October 15.

"The Age of Megaton." The World Law Fund commissioned Robert Hanvey, experienced in the production of curriculum materials for the Anthropology Curriculum Project, to produce a sound filmstrip entitled "The Age of Megaton." This strip, twenty minutes in length, made up of photographs and original art work in color and black-and-white, very clearly outlines the progress of weapons development from the first nuclear test through the ABM and MIRV. It is an excellent device for providing basic information and provoking discussion on the trends and issues in weapons development. It will be distributed by Doubleday, Multi-media Division, New York, N. Y.

"First Tuesday," NBC's monthly magazine-format program, telecast on January 6 an excellent review of nuclear testing and development. They also produced an outstanding segment on chemical and biological warfare on February 4, 1969. Transcripts of both are available from "First Tuesday," NBC, 30 Rockefeller Plaza, New York, N. Y. The 16mm color film of the CBW segment runs 47 minutes and is available from NBC for a rental of $21.75. The film on the nuclear testing program, which runs 45 minutes, will be available in March.

Thirteen Days: A memoir of the Cuban missile crisis, by Robert F. Kennedy, has been published in paperback by Signet Books, 95¢.

"Conflict," the futuristic simulation game listed in the last *Progress Report*, may now be purchased by teachers willing to test and evaluate it for $15 plus postage.

One Teacher's Technique

Mr. John Rossi of El Cerrito High School in California had his 12th grade students participate in a mock Senate Foreign Relations Committee hearing on the Anti-Ballistic Missile System as a follow-up activity to reading *Let Us Examine Our Attitude Toward Peace*. There were eight members on the Committee, and the rest of the students worked on testimony to be delivered by the Defense Department, the State Department, the scientific community, and a group of concerned citizens.

The students did an incredible amount of research on the subject, and the hearings were impressive. Their enthusiasm for the hearings was extremely high.

The ABM unit showed beautifully the role of attitudes in our current foreign policy. The students were able to see the effect of the very attitudes mentioned by John Kennedy, Jerome Frank, George Kennan and Nikita Khrushchev in their articles in *Let Us Examine Our Attitude Toward Peace*. The theory was shown in practice.

Talking About Cartoons

One simple, effective, and inexpensive way to start classroom discussion on weaponry and technology issues is to use cartoons from newspapers and magazines. By projecting a series of cartoons for the class the teacher can quickly present a variety of opinions, encourage students to examine them, and let students explore their own positions on the issues depicted. If a projector is not available, the teacher can arrange a cartoon bulletin board reflecting the same variety of views.

A third simple technique (useful for written work because it relieves the teacher of the burden of reading nearly identical answers over and over again) is a grab bag of assorted cartoons. Each student can write about one cartoon drawn from the bag. His assignment might be to describe both the view of the cartoonist and his own view.

The cartoons reprinted here are two of the 1968 winners of the Grenville Clark Editorial Page Award sponsored by The Stanley Foundation. (Booklets containing all the award-winning cartoons and editorials are available from The Stanley Foundation, Stanley Building, Muscatine, Iowa 52761.)

Both these cartoons point out the disparity between the investment of resources — physical, financial, and intellectual—in the arts and sciences of peace and the investment in the technology of war.

To improve understanding of the issues involved, the teacher might lead a discussion by asking questions such as these:

1. What statements do the cartoons make about the use of technology?
2. Do you agree with these statements? What other information have you acquired that leads you to agree or disagree?
3. Have technological advances made the outbreak of international violence easier or harder to control?
4. Do you believe that technological advances should cause us to change the way we conduct international relations?
5. What do you think the technological achievements of the Apollo moon landings will mean for mankind? What do you hope they will mean? What can be done to make your hopes a reality?

For continuing discussions on science and technology both students and teachers might find these items interesting and useful:

The Andromeda Stain (fiction), by Michael Crichton, Knopf, 1969, 295 pp., $5.95.

The Biological Time Bomb, by Gordon Rattray Taylor, World, 1968, 240 pp., $5.50; Signet Books, 1969, $1.25 (paper).

The Cassiopeia Affair (fiction), by Chloe Zerwick and Harrison Brown, Doubleday, 1968, 235 pp., $4.50 (also available in paper).

The Future of the Strategic Arms Race: Options for the 1970's, by George W. Rathjens, Taplinger Publishing Co., Inc., 29 East 10th Street, New York, N. Y. 10003, 53 pp., 60¢; or 10-24 copies, 50¢ each; 25-99 copies, 40¢ each; 100-499 copies, 30¢ each.

Man . . . An Endangered Species?, U.S. Government Printing Office, Catalog No. I 1.954, 100 pp., $1.50.

The Ultimate Folly: War by Pestilence, Asphyxiation and Defoliation, by Cong. Richard D. McCarthy, Knopf, 1969, 176 pp., $5.95.

Technology:
Don Wright, *Miami News*, August 19, 1968

Progress Report
Bob Taylor, *Dallas Times Herald*, December 31, 1968

WAYS AND MEANS
OF TEACHING ABOUT WORLD ORDER

NO. 1 — A service to teachers prepared by the School Program of the World Law Fund, 11 West 42nd Street, New York, N. Y. 10036 — FALL 1969

This introductory number of Ways and Means is sent to all recipients of the special School Program issue of the World Law Fund Progress Report. In the future, Ways and Means will be a regular feature of the edition of the Progress Report sent to teachers. Its purpose is to give teachers professional information on materials and techniques for teaching about world order. It supplements the World Law Fund's catalog of publications.

Ways and Means will frequently present sample lesson plans and unit descriptions. The first of these describes a unit using feature films as devised by David J. Powell for his junior and senior students at North Reading High School, North Reading, Massachusetts.

"WAR IS . . ."

David J. Powell

Director, North Reading Screen Education Project

Systems of world order and the concept of world law are often unknowns to our non-college-bound high school student. Such students are often from a background where the concept of world peace is synonymous with appeasement, cowardice, and lack of patriotism. In their younger years they have been devotees of television violence as depicted in Westerns and "war movies." To bring such students toward a reasonable consideration of concepts of world order and world law often seems impossible if not downright foolish. Thus when I was confronted with trying to examine the relationships that exist betwen war and society and the possibility of alternatives, it seemed necessary to provide for the group of students we were working with some experiences that faced both war and their probable attitude to it head on.

Accordingly, I decided to build the unit of study around the uncompleted phrase "War is . . ." The idea was both to screen a number of films, features, and shorts and to provide a number of projects using film or mixtures of other media. Each film was screened and then discussed from the point of view of trying to complete the phrase "War is . . ." as either the film-maker or some of the major characters in the film might.

After each major film or group of films a project was assigned. These projects were also designed to complete the phrase as the students wished at that time. Projects included collages based on news photographs drawn from newspapers and magazines; sound collages on tape using effects and dialogue found or created by the students themselves; graffiti on war — using the idea that war had replaced sex as the subject for scribbling on lavatory walls; war poems derived from ideas of free verse created by juxtaposing attitudes; and finally, short Super 8 films. As might be expected, a great deal of the material produced by the students focused on violence, both actual and created. However, it is true to say that the frequency of statements, either verbal or visual, that questioned war rose as the unit proceeded. There also seemed to be an increased tolerance for and occasionally an interest in sentiments other than those that glorified war. The most marked change, though, was how clear it became to the students that the realities of war as seen in still photographs and documentary footage were quite other than the routine, tired glories of fictional wars.

Some of the films used were: *The Red Badge of Courage, Reach for Glory, The Bedford Incident, The Hill, Toys, I Miss Him So, The Language of Faces,* and *From Ages Ten to Adult.* A more extensive list of films is to be found in the December 1967 issue of *Media and Methods;* among these is *The Battle of Culloden,* undoubtedly one of the most powerful of all films raising questions about conventional attitudes to war.

Although little mention was made of world order as such, this approach to these students can succeed in creating the atmosphere in which discussions of such alternatives to war become more possible. In particular, such an approach, using films selected for this purpose, can bring out the need to understand both what war does to mankind and how we might control this by systems other than uncontrolled national power. ■

Note: Teachers interested in preparing a feature film unit will find the directory published by the Educational Film Library Association, Inc., 250 West 57th Street, New York, N. Y. 10019, most useful. The price for this extensive listing of 8mm and 16mm films is $7.50.

A source for documentary films is American Documentary Films, Inc., 336 West 84th Street, New York, N. Y. 10024, or 379 Bay Street, San Francisco, California 94133. This nonprofit educational organization specializes in films on social and political issues such as foreign policy, war, racism, and poverty.

Forthcoming Curriculum Materials

This is a selected listing of new instructional materials on world order announced for publication during this academic year .

"Conflict." A futuristic simulation game for from 24 to 36 players, based on the disarmament plan outlined by Arthur Waskow in *Keeping the World Disarmed,* a pamphlet published by the Center for the Study of Democratic Institutions. The conflict erupts in the year 1990 over a violation of a ten-year-old disarmament agreement. Inquire: World Law Fund, 11 West 42nd Street, New York, N. Y. 10036.

"Confrontation: The Cuban Missile Crisis." A multimedia package based on original Soviet and Cuban as well as American sources. Includes sound filmstrips, slides, readings, and a simulation exercise. Inquire: School Marketing Incorporated, 1414 Sixth Avenue, New York, N. Y. 10019.

The Limits of War: Crimes Against Humanity. A new unit book in the Public Issues Series prepared under Professor Donald Oliver of the Harvard Social Studies Project. Employs brief narrative cases and "persistent questions" for analysis of the issues. Inquire: American Education Publications, 55 High Street, Middletown, Connecticut 06457. ■

High school teachers in the metropolitan New York area playing a preliminary version of "Conflict," one of the new instructional devices developed by the School Program. This workshop is one of many similar programs for teachers which the Fund has organized in various parts of the country.

Developed for classroom use by Gerald Thorpe of Wayne State University, the game's purpose is to involve students in fresh and unbiased thinking about alternatives to the present international system.

Resource Centers for World Order and World Affairs Teaching

The following is a listing of national and regional organizations that can be of help to teachers interested in materials and techniques for teaching world order. We request that readers knowing of similar projects send information about them to the Fund.

California The Diablo Valley Education Project, 1730 Grove Street, Berkeley, California 94709, combines research by teachers colleges with actual experience in the classrooms of the Diablo Valley School District. This three-year-old project is concerned with basic educational questions underlying education for peace. It also deals directly with the question of enlisting community support for needed changes in the schools.

Colorado The Center for Teaching International Relations, University of Denver, Denver, Colorado 80210, has received funds under the Education Professions Development Act to conduct during the 1969-70 school year several three-day in-service training institutes for high school social studies teachers. The institutes, to be held at various locations throughout the Rocky Mountain area, will explore ways of introducing concepts of international politics into already existing courses. The Center's other programs include distribution of teaching materials not readily available in many school districts.

Hawaii A Center for Teaching of Problems of War and Peace has been proposed for the College of Education, University of Hawaii, Honolulu, Hawaii 96822. Prospective social studies teachers from Asia as well as from North America may work with the Center as part of their professional preparation.

Michigan The Center for Teaching About Peace and War, 784 University Center Building, Wayne State University, Detroit, Michigan 48202, provides resources, curriculum materials, and innovative programs for kindergarten through university teaching. The Center conducts seminars and conferences for elementary and secondary school teachers, and for high school students in the Detroit area.

New Jersey Center for Social Education, Graduate School of Education, Rutgers University, New Brunswick, New Jersey 08903, will undertake programs to assist in teaching about major social issues.

New York The Ad Hoc Committee for Introducing Peace-Related Material at the Secondary School Level, c/o Nathaniel F. Glidden, 3850 Hudson Manor Terrace, Riverdale, N. Y. 10463, consists of social studies and natural science educators in the New York City area who are available to discuss proposals for curriculum reform, to develop bibliographies, and to speak at educational meetings on bridging the gap between physical and social technology.

The Foreign Policy Association, through its School Services, offers consultative services, conferences and workshops, pilot classroom materials, and other publications designed to give students an adequate understanding of the international problems facing them as future voters .The Association has five regional offices:

California 1537 A Shattuck Avenue, Berkeley, California 94709

Colorado 2141 14th Street, Boulder, Colorado 80302

Georgia 127 Peachtree Street, Atlanta, Georgia 30303

Illinois 104 East Washington, West Chicago, Illinois 60185

New York 345 East 46th Street, New York, N. Y. 10017

Suggestions and Requests Invited

The Fund hopes to make Ways and Means useful to teachers and responsive to their special needs in world order education. We will be happy to receive suggestions and requests for inclusion of specific types of information and techniques.

Please let us know of your colleagues who should be getting our mailings. In addition to the Progress Report and Ways and Means, the School Program sends out the Fund's catalog of publications and other announcements of new teaching materials.

When writing, please give name, school name and address (including zip code), grades and subjects taught, and world order topics covered.